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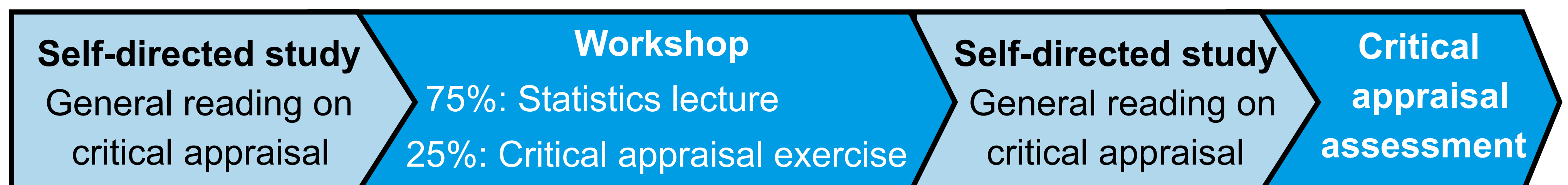
INTEGRATING NHS PROFESSIONAL DEVELOPMENT TOOLS INTO A POSTGRADUATE FLIPPED CLASSROOM

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Background

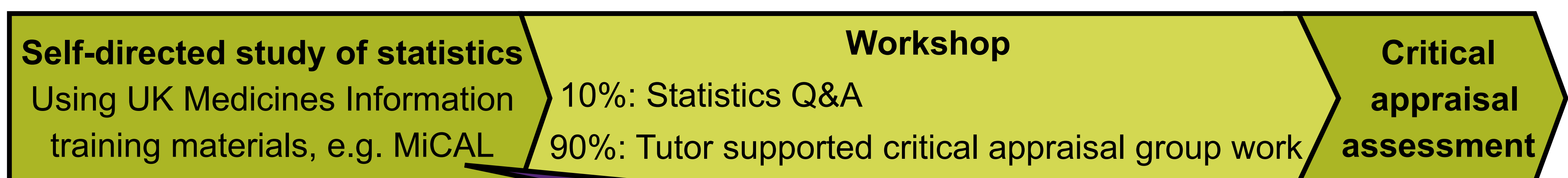
- Postgraduate clinical pharmacy practice distance learning students must study critical appraisal
- At entry they have variable knowledge of statistics, so were previously taught as follows:



- For some students this assumed too much prior knowledge, whilst others learnt little
- This project aimed to increase the amount of active engagement with critical appraisal activities, whilst ensuring all students had sufficient understanding of statistics

Method

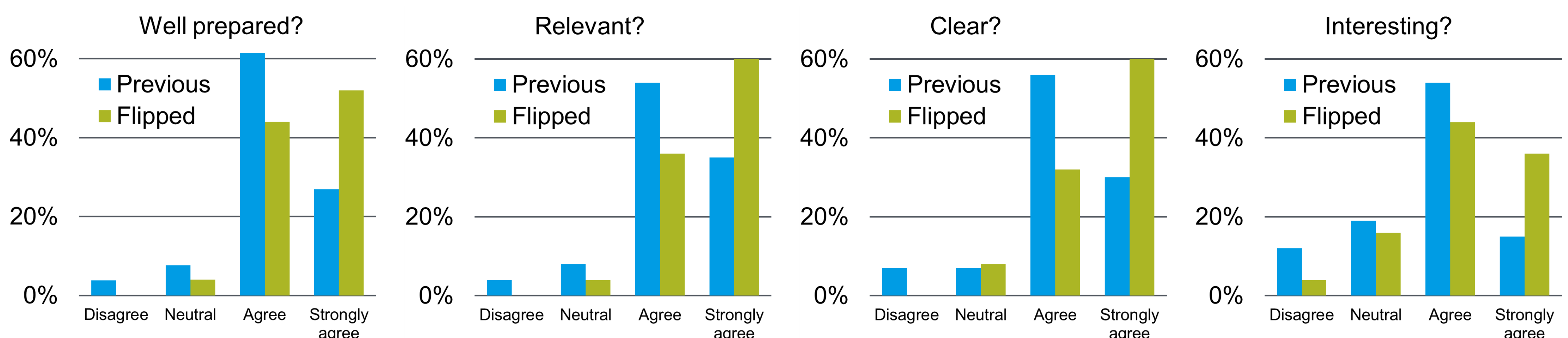
- With limited contact hours available, a “flipped” approach was adopted:



MiCAL is an RPS accredited e-learning package (CoAcS Software) which includes a critical appraisal exercise with worked statistical explanations. Updated annually.

Results

- Student satisfaction improved (last non-flipped cohort (n=26) vs. first flipped cohort (n=25)):



- Performance in the critical appraisal assessment was maintained (median mark 61% vs 64%)

Conclusions

- A flipped approach increased the range of topics covered and improved student satisfaction, whilst maintaining assessment performance
- This was made possible by the use of tools designed for NHS professional development
- Such integration between workplace and university education may be useful in other courses



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